

**Fifth Grade**  
Medina County Schools'  
**Course of Study**  
For  
**Foreign Language**  
2010

**STANDARD 1: COMMUNICATION: COMMUNICATE  
IN LANGUAGES OTHER THAN ENGLISH**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Engage in oral, written or signed conversation on familiar topics.	FL.1.A.5.1 <i>Interpersonal</i>	1. Carry on simple conversations about familiar topics (e.g., family, food, school).	Vocabulary
	FL.1.A.5.2	2. Exchange written communications (e.g., e-mail, e-pals, phone pals, notes, letters).	
B. Express personal preferences and feelings, and support opinions.	FL.1.B.5.3 <i>Interpersonal</i>	3. Express feelings, emotions or opinions.	Assessments
C. Request and provide clarification.	FL.1.C.5.4 <i>Interpersonal</i>	4. Ask and answer questions to clarify information (e.g., videos, conversations).	
D. Give and follow multi-step directions.	FL.1.D.5.5 <i>Interpersonal</i>	5. Give and follow oral, signed and/or written requests.	Resources/Remediation/ Enrichment
E. Use culturally appropriate language and gestures in a variety of social settings.	FL.1.E.5.6 <i>Interpersonal</i>	6. Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping).	

**STANDARD 1: COMMUNICATION: COMMUNICATE  
IN LANGUAGES OTHER THAN ENGLISH (Cont.)**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
F. Follow multi-step directions.	FL.1.F.5.7 <i>Interpretive</i>	7. Follow directions for activities (e.g. games, arts and crafts).	Vocabulary
G. Derive meaning using aural, visual and contextual clues.	FL.1.G.5.8 <i>Interpretive</i>	8. Recognize and explain common idiomatic expressions (e.g., Hace frio./It makes cold. - It’s cold.; J’ai faim./I have hunger. - I’m hungry.; Quid agis?/What are you doing? - How are you?).	
H. Identify a speaker’s or author’s purpose and discuss the main idea, characters and supporting details in a variety of media.	FL.1.G.5.9	9. Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures, proximity).	Assessments
	FL.1.H.5.10 <i>Interpretive</i>	10. Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).	
I. Narrate an event, a personal experience or an original story.	FL.1.I.5.11 <i>Presentational</i>	11. Write or tell about an event or personal experience (e.g., class trip, getting a new pet).	Resources/Remediation/ Enrichment

**STANDARD 1: COMMUNICATION: COMMUNICATE  
IN LANGUAGES OTHER THAN ENGLISH (Cont.)**

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children’s literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
J. Present original work and cultural material.	FL.1.J.5.12 <i>Presentation</i>	12. Create a simple presentation (e.g., historical skit, song, rap, diorama, report) for a variety of audiences.	Vocabulary
	FL.1.J.5.13	13. Explain a process to peers (e.g., a game, craft, technique).	
K. Apply age-appropriate writing process strategies to publish a document for a range of audiences.	FL.1.K.5.14 <i>Presentation</i>	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	Assessments
			Resources/Remediation/ Enrichment

**STANDARD 2: CULTURES: GAIN KNOWLEDGE AND  
UNDERSTANDING OF OTHER CULTURES**

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Investigate, discuss and report on practices and perspectives of the target culture.	FL.2.A.5.1 <i>Practices</i>	1. Identify and report on selected practices of the target culture (e.g., table manners, gestures, personal distance, holiday celebrations).	Vocabulary
B. Participate in and discuss age-appropriate cultural practices.	FL.2.B.5.2 <i>Practices</i>	2. Perform age-appropriate songs, games, dances and plays.	
C. Investigate, discuss and report on products and perspectives of the target culture.	FL.2.C.5.4 <i>Products</i>	4. Discuss the use of products of the target culture (e.g., music, clothing, food, transportation).	Assessments
D. Identify significant contributions and historical figures from the target culture.	FL.2.D.5.5 <i>Products</i>	5. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).	
			Resources/Remediation/ Enrichment

### STANDARD 3: CONNECTIONS: CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Investigate and report on concepts from across disciplines.	FL.3.A.5.1 <i>Integrated Studies</i>	1. Gather, organize and present information (e.g., historical, geographical) on selected target language countries or communities.	Vocabulary
	FL.3.A.5.2	2. Create, label and describe a map (e.g., physical, political, economic) of selected target language countries or communities.	
	FL.3.A.5.3	3. Plan and present an interdisciplinary project (e.g., cook with metric measurements, create a mural).	Assessments
B. Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.	FL.3.B.5.4 <i>New Viewpoints</i>	4. Communicate with an e-pal or pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness, school atmosphere).	Resources/Remediation/ Enrichment
	FL.3.B.5.5	5. Use predetermined questions to interview a target language speaker for information and view points to complete a project.	

## STANDARD 4: COMPARISONS: DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Identify and discuss linguistic structures of the target language and English.	FL.4.A.5.1 <i>Linguistic Insights</i>	1. Identify connections between English and the target language (e.g., borrowed words and cognates such as le weekend, patio, veto).	Vocabulary
B. Compare and contrast how linguistic structures carry meaning and vary across languages.	FL.4.B.5.2 <i>Linguistic Insights</i>	2. Compare and contrast conventions of writing in the target language and English (e.g., possession, capitalization, directionality, punctuation).	
C. Compare and contrast practices and perspectives of the target culture and students' own culture.	FL.4.C.5.3 <i>Cultural Insights</i>	3. Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection/volume, facial expressions, gestures, use of personal space, kisses on cheeks).	Assessments
D. Compare and contrast products and perspectives of the target culture and student's own culture.	FL.4.D.5.4 <i>Cultural Insights</i>	4. Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture).	
			Resources/Remediation/ Enrichment

**STANDARD 5: COMMUNITIES: PARTICIPATE IN  
MULTILINGUAL COMMUNITIES AND CULTURES AT  
HOME AND AROUND THE WORLD**

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.	FL.5.A.5.1 <i>Outreach</i>	1. Participate in activities for the school or community (e.g., reading aloud to others, making school announcements, making bulletin board displays).	Vocabulary
B. Perform for a school or community event.	FL.5.B.5.2 <i>Outreach</i>	2. Perform for, or participate in, school and community celebrations of the target culture.	
C. Engage in communication with people locally and around the world.	FL.5.C.5.3 <i>Outreach</i>	3. Interact with guest speakers from, or familiar with, the target culture.	Assessments
	FL.5.C.5.4	4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video, speeches).	
D. Exchange information about, and personal reactions to, various products and media of the target culture.	FL.5.D.5.5 <i>Enjoyment and Enrichment</i>	5. Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.	Resources/Remediation/ Enrichment

**STANDARD 5: COMMUNITIES: PARTICIPATE IN  
MULTILINGUAL COMMUNITIES AND CULTURES AT  
HOME AND AROUND THE WORLD (Cont.)**

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Ohio Benchmarks Grade 5-8	Instructional Organization	Grade Level Indicators	Notes
E. Attend, participate in or view target culture events and describe to others.	FL.5.E.5.6 <i>Enjoyment and Enrichment</i>	6. Attend, or view via media, target culture events (e.g., celebrations, fairs, festivals, exhibitions) and describe to others.	Vocabulary
F. Identify and present information about various careers that require understanding of another language and culture.	FL.5.F.5.7 <i>Career Exploration and Skills</i>	7. Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field).	Assessments
G. Prepare and implement tools to facilitate group projects.	FL.5.F.5.8	8. Identify skills needed for success in the workplace in addition to proficiency in a second language.	
G. Prepare and implement tools to facilitate group projects.	FL.5.G.5.9 <i>Career Exploration and Skills</i>	9. Create and implement a schedule/task list for a project.	Resources/Remediation/ Enrichment



Foreign Language COS  
Indicator Check List

<u>Grade 5 Standard 1</u>		First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Communication</b>					
FL.1.A.5.1	1. Carry on simple conversations about familiar topics (e.g., family, food, school).				
FL.1.A.5.2	2. Exchange written communications (e.g., e-mail, e-pals, phone pals, notes, letters).				
FL.1.B.5.3	3. Express feelings, emotions or opinions.				
FL.1.C.5.4	4. Ask and answer questions to clarify information (e.g., videos, conversations).				
FL.1.D.5.5	5. Give and follow oral, signed and/or written requests.				
FL.1.E.5.6	6. Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping).				
FL.1.F.5.7	7. Follow directions for activities (e.g. games, arts and crafts).				
FL.1.G.5.8	8. Recognize and explain common idiomatic expressions (e.g., Hace frio./It makes cold. - It's cold.; J'ai faim./I have hunger. - I'm hungry.; Quid agis?/What are you doing? - How are you?).				
FL.1.G.5.9	9. Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures, proximity).				
FL.1.H.5.10	10. Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).				
FL.1.I.5.11	11. Write or tell about an event or personal experience (e.g., class trip, getting a new pet).				

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Indicator Check List

<i>Grade 5 Standard 1 (Cont.)</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Communication</b>					
FL.1.J.5.12	12. Create a simple presentation (e.g., historical skit, song, rap, diorama, report) for a variety of audiences.				
FL.1.J.5.13	13. Explain a process to peers (e.g., a game, craft, technique).				
FL.1.K.5.14	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).				

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<i>Grade 5 Standard 2</i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b><i>Cultures</i></b>					
FL.2.A.5.1	1. Identify and report on selected practices of the target culture (e.g., table manners, gestures, personal distance, holiday celebrations).				
FL.2.B.5.2	2. Perform age-appropriate songs, games, dances and plays.				
FL.2.B.5.3	3. Role play appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a deaf person, removing shoes in a house).				
FL.2.C.5.4	4. Discuss the use of products of the target culture (e.g., music, clothing, food, transportation).				
FL.2.D.5.5	5. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).				

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<i>Grade 5 <u>Standard 3</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b><i>Connections</i></b>					
FL.3.A.5.1	1. Gather, organize and present information (e.g., historical, geographical) on selected target language countries or communities.				
FL.3.A.5.2	2. Create, label and describe a map (e.g., physical, political, economic) of selected target language countries or communities.				
FL.3.A.5.3	3. Plan and present an interdisciplinary project (e.g., cook with metric measurements, create a mural).				
FL.3.B.5.4	4. Communicate with an e-pal or pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness, school atmosphere).				
FL.3.B.5.5	5. Use predetermined questions to interview a target language speaker for information and view points to complete a project.				

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<i>Grade 5 <u>Standard 4</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Comparisons</i>					
FL.4.A.5.1	1. Identify connections between English and the target language (e.g., borrowed words and cognates such as le weekend, patio, veto).				
FL.4.B.5.2	2. Compare and contrast conventions of writing in the target language and English (e.g., possession, capitalization, directionality, punctuation).				
FL.4.C.5.3	3. Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection/volume, facial expressions, gestures, use of personal space, kisses on cheeks).				
FL.4.D.5.4	4. Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture).				

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Indicator Check List

<b>Grade 5 <u>Standard 5</u></b>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<b>Communities</b>					
FL.5.A.5.1	1. Participate in activities for the school or community (e.g., reading aloud to others, making school announcements, making bulletin board displays).				
FL.5.B.5.2	2. Perform for, or participate in, school and community celebrations of the target culture.				
FL.5.C.5.3	3. Interact with guest speakers from, or familiar with, the target culture.				
FL.5.C.5.4	4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video, speeches).				
FL.5.D.5.5	5. Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.				
FL.5.E.5.6	6. Attend, or view via media, target culture events (e.g., celebrations, fairs, festivals, exhibitions) and describe to others.				
FL.5.F.5.7	7. Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field).				
FL.5.F.5.8	8. Identify skills needed for success in the workplace in addition to proficiency in a second language.				
FL.5.G.5.9	9. Create and implement a schedule/task list for a project.				